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ABSTRACT

Designed for use as a textbook for prospective vocational instructors or a handbook for practicing instructors, this guide provides information on the non-teaching responsibilities of the vocational instructor. Hundreds of hints, suggestions, strategies, techniques, and approaches for improving effectiveness, and numerous illustrations and sample materials have been provided for four broad categories of these responsibilities: recruiting, placement, follow-up, and miscellaneous responsibilities. In the first section users of the book are taught how to insure maximum enrollments in their classes through educational recruiting. Three units deal with establishing recruiting contacts, developing recruiting software, and implementing recruiting activities. The three units of section 2 are designed to help vocational instructors teach their students how to find, get, and keep a job after graduation. Section 3 (4 units) concerns both student follow-up and employer follow-up. The final section (2 units) covers such miscellaneous responsibilities as (1) improving instruction through inservice education, occupational up-dating, and membership in professional organizations and (2) effective use of and working with advisory committees. (YLB)

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The Vocational Instructor's

SURVIVAL GUIDE

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THE VOCATIONAL INSTRUCTOR'S SURVIVAL GUIDE

Okaloosa-Walton Junior College
Niceville, Florida

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PREFACE

In times past, being a successful vocational instructor simply meant being a good teacher. Providing high quality instruction in the classroom, lab, or shop was all that was expected. Those times are past. Due to the ever increasing demands of accountability to achieve optimum success and show proof of having done so, just being a good teacher is no longer enough.

Optimum success in vocational education means maximum enrollments, quality instruction, positive placement, and comprehensive follow-up. It involves working with advisory committees, constantly up-dating job skills, academic advising, registration and retention of students, curriculum planning, and scores of other out of the classroom responsibilities.

The modern vocational instructor must be a recruiter of students, a job placement specialist, a manager, an analyst of follow-up data, a lifelong student of his or her trade, a counsellor, a curriculum specialist, and, in many instances, an administrator as well. The world of today is complex. The world of tomorrow will be even more so. This situation is reflected in the increasingly complex non-teaching responsibilities thrust upon vocational instructors.

Helping vocational instructors rise to the challenge of increasing responsibilities and survive in an evolving profession is the purpose of this book. It was designed so that it could

be used as a textbook for prospective vocational instructors or a handbook for practicing instructors. The format chosen for presenting material is simple and practical. The vocational instructor's most important non-teaching responsibilities have been divided into four broad categories: recruiting, placement, follow-up, and miscellaneous responsibilities. Each area is treated separately and comprehensively.

Practicing and prospective vocational instructors in every field--whether it is business, trade, technical, industrial, health, agriculture, home economics, or distributive--will find the information in this book helpful, for meeting the challenges of today and the future.

The author's underlying premise in writing this book was that vocational teacher education and certification programs deal commendably and comprehensively with the instructional aspects of a vocational teacher's responsibilities. However, those responsibilities now go well beyond the walls of the classroom. The modern vocational instructor needs help in dealing with the non-teaching tasks thrust upon him daily. This book was designed to provide that help.

Hundreds of hints, suggestions, strategies, techniques, and approaches for improving effectivenss in the areas of enrollments, placement, follow-up, and other responsibilities have been presented in simple, down-to-earth language. Numerous illustrations and sample materials have been provided that have applications, or can serve as valuable samples for every

vocational area.

In the first section, users of the book learn how to insure maximum enrollments in their classes through educational recruiting. Separate units are provided dealing with the "how to's" of establishing recruiting contacts, developing recruiting software, and implementing recruiting activities.

Section two deals with what has evolved into one of the vocational instructor's most critical responsibilities, placement of graduates. Public insistance on accountability made placement the absolute "bottom line" in vocational education. The premise undergirding this section is that most vocational graduates know how to do a job, but many do not know how to get a job. To solve this dilemma, section two contains three units designed to help vocational instructors teach their students how to find, get, and keep a job after graduation.

Follow-up is the process through which vocational instructors are able to determine how effective the training they have provided has been. Section three deals with both student follow-up and employer follow-up.

The final section deals with several miscellaneous responsibilities incumbent upon practicing vocational instructors. How to keep their occupational skills up-to-date, joining professional organizations, and working with advisory committees are among the topics covered.

A high quality, successful vocational program cannot be achieved without the applied talents of a vocational instructor

who can perform effectively both the teaching and non-teaching responsibilities incumbent in the profession. This book will help practicing and prospective vocational instructors rise to the challenge.

The Author

SECTION 1 - RECRUITING IN VOCATIONAL EDUCATION

Vocational programs, as a rule, enroll volunteer students. Because of this, vocational instructors must reach out to the community and interest people in taking their classes if they are to be sure of sufficient enrollments.

High enrollments in vocational programs are very important for several reasons. Most obvious is that in order to teach, an instructor must first have students. This sounds simple enough, but it must be remembered that the vocational instructor does not have a built in group of students who are required to take his or her classes. The next reason is that due to the tools, equipment, and machines required to support instruction, vocational education is expensive. In order to justify the cost of offering vocational programs, there must be sufficient enrollments.

The final reason has emerged over the past decade as the most important--funding. In every state and district, funding for vocational programs is tied either directly or indirectly to enrollments. High enrollments mean continued or increased funding, while low enrollments mean less or even discontinued funding. This emphasis on enrollments has introduced a new term into the language of vocational education, "RECRUITING."

Long associated with the military, college athletics, and professional sports, recruiting is a fairly recent addition to most public educational institutions. Recent as it is, however, recruiting has emerged as one of the vocational instructor's most important responsibilities.

Recruiting in vocational education should be taken to mean: 1) reaching out to the community and identifying those persons who can benefit from what a vocational education has to offer; 2) seeking these people out on a continuous basis through various means; and 3) inviting them to enroll in a vocational program.

Section 1 was designed to help vocational instructors establish a comprehensive recruiting plan that will insure high enrollments comprised of persons interested in a vocational education and likely to benefit from one. Unit 1 of this section explains how to establish vital recruiting contracts in the community. Unit 2 deals with developing software to support recruiting activities, and Unit 3 covers how to go about implementing an on-going program of recruiting.

High Schools

High schools can be the vocational instructor's most productive recruiting source. High school counsellors, occupational specialists, and teachers in specialization areas such as shop, typing, home economics, agriculture, mechanical drawing, and many other areas are the vocational instructor's natural allies in matters of recruiting. People in these positions have daily contact with high school students year after year and can serve as valuable contacts for putting the vocational instructor in touch with them.

Every year a new group of students advances to the next higher grade. As they reach the last years of high school they begin to look to counsellors, occupational specialists, and teachers for career guidance. Vocational instructors who have made a point of nurturing relationships with high school personnel will find them very helpful in identifying and recommending potential students for their programs. Developing positive working relationships takes time and effort, but it is well worth it on both accounts.

Establishing contacts involves more than stopping by and making introductions. High school personnel must be shown that the vocational instructor has a credible program that can be counted on for positive results. In other words, they must believe in the vocational program and the instructor who runs it.

Gaining the confidence of potential contacts is a two step

process. Keeping their confidence is an on-going, continuous process. The first and most critical step in gaining the confidence of potential contacts is to make sure that you have a quality program. If this is not taken care of prior to making contacts, then all future recruiting efforts will be to no avail. A vocational instructor should not attempt to sell his or her program to high school personnel, or anyone else, until it has been developed into a high quality program that offers reasonable assurances of tangible results. Various strategies for accomplishing this prerequisite are presented throughout the book. Only those relating specifically to recruiting are included in Section 1.

The second step in the process is to sell the program and the instructor to potential high school contacts. A "softsell" approach based on a genuine concern for helping students, supported by demonstrated success at having done so, or in the case of a new program, realistic potential for doing so, is best. Vocational instructors attempting to sell their programs to high school contacts will find it helpful to display their own credentials, explain their curriculum, conduct tours of their facility, and, most important, display follow-up data on graduates of their program.

In addition to these, several other strategies can be helpful in further developing a positive relationship with high school personnel:

1. Make sure potential high school contacts have a constant generous supply of printed materials about the vocational program. The wise recruiter will always supply his contacts with the materials potential students ask for when investigating a particular vocational program.

2. Offer to be a guest speaker in high school classes or on high school sponsored career days.

3. Offer the vocational program as a field trip source for high school teachers.

4. Provide high school yearbooks, newspapers, and personnel with information about graduates of their school who have enrolled in the vocational program.

5. Solicit the in-put of high school contacts when making decisions about the vocational program that will affect their students.

6. Keep high school contacts informed of any changes in tuition costs, class schedules, entrance requirements, and any other changes that will have an effect on their students.

Vocational Rehabilitation Office

Most cities have a local branch of a state operated office of vocational rehabilitation. Many also have private vocational rehabilitation centers. The goal of these agencies is the total rehabilitation of people who have become physically disabled due to injury, illness, or accident. Since the ultimate extention of this goal is to help individuals return to work in an employment situation that is compatible with their physical disability, rehabilitation agencies can be excellent recruiting sources for vocational instructors.

Persons who have experienced some type of physical trauma resulting in a disability often require training or re-training in a new career field. This need affords vocational instructors

a great opportunity for helping members of the community, but to do so they must first establish contacts in the rehabilitation office. Before making contact with rehabilitation personnel, instructors should examine their occupational areas and determine what physical capabilities are absolutely required to practice the trade. Qualified personnel in the rehabilitation office in consultation with the instructor can use this information in determining if an individual has a reasonable chance of succeeding in a particular vocational area.

Contacts in the vocational rehabilitation office are established in the same manner as they are anywhere else. Instructors meet with rehabilitation personnel, gain their confidence, and encourage a relationship in which the patient, turned student, is the ultimate beneficiary.

CETA Personnel

In 1973 Congress passed the Comprehensive Employment and Training Act (CETA). The primary goal of this legislation was to decrease unemployment by putting people to work. One of its main objectives was to provide vocational skills training for persons unable to afford it without federal assistance.

The underlying premise of CETA legislation was that those persons nearest the problem of unemployment should have a hand in devising solutions for it. To facilitate this plan, state, county, and local "prime sponsors" were named. These local agencies were provided funding grants and charged with the responsibility for developing, implementing, and managing local

CETA programs.

One of the most important responsibilities of "prime sponsors" is to provide training and employment services. This commitment to training, coupled with the fact that CETA agencies do not provide training themselves, makes the local CETA office the natural ally of vocational instructors. Since CETA personnel must look to local educational institutions to provide training, they can be valuable recruiting contacts.

The same methods used for establishing contacts in other recruiting sources can be used with CETA personnel. However, in this case, placement potential should be heavily emphasized because "prime sponsors" are held accountable for achieving positive placements and must be able to show tangible evidence of doing so.

Military Installations

Those vocational instructors employed in an institution located near a military installation are very fortunate. Most military bases have an education office that encourages active duty personnel to take advantage of educational opportunities in the community. Not only do they encourage service men and women to participate in educational programs, in many cases they offer financial assistance to help them do so.

Vocational instructors establishing recruiting programs aboard military installations should first familiarize themselves with the government assistance programs available to help

military personnel pay for off duty education. The two most frequently used programs are commonly referred to as the "GI Bill" and the "tuition assistance" program. The "GI Bill" consists of a monthly pay allotment, the amount of which correlates with the number of courses or hours of schooling being attempted. Though available to active duty personnel, most servicemen and women save their "GI Bill" benefits and use them after leaving the military. The more commonly used benefit for active duty personnel is the "tuition assistance" program.

"Tuition assistance" is a method by which the government will pay 75% of the cost of an active duty military person's school tuition and fees. The remaining 25% and the cost of books is paid by the student. Many military personnel are not aware of the "tuition assistance" program. Wise vocational instructors will take time to explain the program to military personnel as part of their recruiting efforts.

Prison and Correctional Facilities

Vocational instructors should not overlook correctional facilities as possible recruiting sources. The most productive are those housing minimum security offenders serving time for non-violent crimes.

Sociologists are able to draw convincing parallels between high unemployment and high crime rates. Many crimes can be linked to acts of desperation brought about by extended unemployment.

In these cases, parole boards are likely to look favorably upon an offender who is making an effort to obtain job skills through vocational training.

The chief administrative officer of the correctional facility is the person to be dealt with in opening initial lines of communication. If this person can be convinced by an instructor that a particular vocational program is capable of producing results, logistical and security problems encountered in getting prisoners to and from school can be worked out.

Correctional facilities are not usually sources of large numbers of students, but they can be an integral part of an instructor's overall recruiting effort. Beyond providing students for vocational programs, correctional facilities also offer instructors excellent opportunities to help individuals become positive, contributing members of society.

State Employment Office

State employment offices are in the business of matching unemployed people with jobs for which they are suited, not recommending them for vocational training. However, if properly approached, employment office officials can be valuable recruiting contacts. Most persons seeking employment through state employment offices share two traits that hinder their chances of actually securing responsible, rewarding employment--lack of a saleable job skill and lack of experience.

Employment office officials find themselves daily in the uncomfortable position of trying to match persons without job

skills with jobs requiring skills. This dilemma opens the door for vocational instructors interested in establishing employment office officials as recruiting contacts. By meeting these people and gaining their confidence, instructors can enhance their recruiting efforts substantially. Employment office officials who believe in a particular vocational program and the instructor running it can recommend it to unemployed people as a first step in solving their unemployment dilemma. Then after the person receives the necessary training, employment office officials will be better able to assist them in their job search, provided they still need assistance.

Parents

A recruiting program that does not seek to include parents as contacts is not complete. In fact, parents are probably the single most important contacts to be developed. Countless sociological and psychological studies have been conducted to determine the extent to which parents influence the career choices of their children. The results in every case show that parents have a profound effect on the career, both directly through encouragement and indirectly through social status and educational level. The rule in recruiting students for vocational programs is, interest the parents and you will interest their children.

The parents that should be targeted are those with children who are junior high school age or older. Most students begin to manifest an interest in career exploration during the junior

high school years. This is the ideal time for vocational instructors to be nurturing relationships with their parents.

Parents can be reached in a number of ways. An effective method of reaching a large number of parents at one time is to befriend the presidents of the PTA groups for local junior and senior high schools. Parents that become involved in the PTA are very interested in the education and career plans of their sons and daughters. By meeting with parents and convincing them of the viability of a vocational education, instructors can develop a built-in clientel of students matriculating yearly.

Civic, Church, and Social Groups

Civic, church, and social groups in the community afford vocational instructors opportunities to make contact with two important groups of people; community leaders and parents. The vocational instructor who wins the confidence of the community's leaders and its parents will find recruiting to fill classes increasingly unnecessary.

Civic, church, and social groups that are common to most communities include: Rotary Club, American Legion, Lion's Club, Kiwanis Club, Veterans of Foreign Wars, Disabled American Veterans, Garden Club, Historical Society, Civitan Club, Masons, Jaycees, and many others. Organized groups, though they vary from community to community, are indigenous to almost all communities.

The local Chamber of Commerce in most communities maintains a comprehensive list of all civic, church, and social groups in

their area. These groups meet on a regularly scheduled basis and are frequently in need of guest speakers. Their meetings offer instructors unsurpassed opportunities for selling their vocational programs to community leaders who also double as parents.

Recruiting Posters

High visibility is important in recruiting. The military has long understood this and used posters as one of its primary recruiting tools. Sleek, streamlined jets rising into a brilliant blue sky, handsome young men and attractive young women in smart dress uniforms, and ships pulling into exotic ports of call beckon passers-by to enter military recruiting offices and inquire about enlisting. Theatre owners also make use of the eye catching capabilities of posters to lure customers. Commercial poster design is a big business involving art, graphics, and even psychology.

Posters can also be an important recruiting tool for vocational instructors. The educational recruiter need not be an artist, graphics technician, or psychologist in order to create attractive, eye catching posters, but there are several things he can do to insure that posters do the job they are supposed to do:

1. Posters should be eye catching. There are numerous ways to accomplish this using catchy phrases, bright colors, or bold print.

2. Posters should be strategically located to have the greatest impact. Places frequented by people who might be unemployed, considering a career change, or making initial career plans are best. These include state employment offices, high schools, junior high schools, laundromats, shopping malls, barbershops and hair styling salons, restaurants, and other public places that offer high visibility.

3. Posters should always include complete information about who to contact for further assistance.

4. Posters should provide enough information about a vocational program to plant a seed of interest, but not so much that the interested person does not have to visit the school to get more information.

Posters that have been well designed and strategically located can be effective recruiting tools.

Brochures

Letter size brochures (8½ x 11) can be effective recruiting tools. Brochures may be folded and mailed to prospective students, placed on counters in highly trafficed areas, stapled to bulletin boards, or simply handed out. They may be typed up and mimeographed, which is the least expensive method, or typeset and runoff on a printing press. In either case, layout, appearances, and content are important.

Like recruiting posters, brochures should be eye catching and attractive looking. However, the content of a brochure is much more detailed than that of a poster. Information commonly contained in brochures includes: a general description of the vocational program, a complete list of courses required for a degree or certificate, a brief summary of each course, cost information, scheduling information, and the person to contact for additional assistance.

Cassette Taped Interviews

Recruiting efforts gain credibility when someone other than the recruiter speaks highly of the program. This can be accomplished by developing cassette taped interviews with successfully placed graduates, currently enrolled students, employers of placed students, parents of graduates, and anyone else who has a good word to say about a particular program.

Cassette tape players are small, portable, and convenient to use in almost any situation. Interviews can be played for a large group or for individuals. An effective strategy is to put several different interviews on one tape so that listeners hear opinions voiced by parents, students, graduates, and employers.

Video Taped and Slide Presentations

When making a formal presentation to a group of parents, community leaders, or prospective students, the vocational instructor will want to use more than just cassette taped interviews. In these situations, it is particularly effective to use either video taped or slide presentations.

Video taped or slide presentations have the advantage of making use of color visuals to grasp the viewer's attention and music to underscore the audio script. Recommended content includes: candid shots of students being counselled by the instructor, classroom activities, the facility and campus, and

graduates working on the job. Interviews with parents, students, graduates, and employers are also effective in creating interest as part of video taped or slide presentations.

Scrapbooks

One of the easiest to develop and most effective recruiting tools is the vocational program scrapbook. Photographs taken each term and mounted on poster board with captions written under each picture can be bound at one side or simply stacked unbound to make a large, interesting scrapbook.

A scrapbook should contain pictures of students at work, students taking breaks, copies of awards won by students and the instructor, pictures of special events such as field trips or skills contests, newspaper clippings about the program, and anything else of interest that relates to the program.

By keeping the scrapbook in a convenient, highly visible location, instructors can make it work for them in recruiting. Prospective students want to know who is in the program and what they do during class. When potential students see someone in the scrapbook they know or pictures of an activity or field trip that interests them, they begin to identify with the program.

Placement Record Display Boards

The single most effective recruiting tool, provided the program has a good placement record, is the placement record display board. This tool is a sheet of stiff posterboard with

horizontal and vertical ruled lines. On it are listed the names of all program graduates, graduation dates for each, and where each person is working. Any person who is still looking for work or is unemployed has a blank next to his or her name in the employment column.

If the majority of graduates are securing positions of employment, placement boards will grasp the interest of potential students better than any other recruiting tool. Vocational students list responsible, rewarding employment as one of their highest priorities and the primary reason for entering vocational programs. If they are able to see, by viewing a placement board, that a vocational program is producing results, they will be positively inclined toward the program. Figure 1 in the appendix contains an example of a placement record display board.

Want Ad Displays

Most people are familiar with and interested in want-ads found in the newspaper. This is especially true of prospective vocational students who express a strong interest in securing a job. The wise instructor will take advantage of this situation to assist him in furthering his recruiting efforts.

By collecting want-ads from various newspapers advertising positions in their occupational areas and pasting them to a poster board backing, instructors can create an eye catching, interest arousing recruiting tool. The effect on prospective

students of seeing all of those want-ads together at one time for a particular occupational area is profound.

Want-ad displays are used in the same manner as posters and brochures. They may be affixed to bulletin boards in strategic locations, mailed to prospective students, handed out, or left in highly trafficed locations. No matter how they are distributed to the public they should contain a brief explanation of who to contact for further information.

Public Service Announcements

Radio stations, newspapers, and television stations often have provisions for making public service announcements. Vocational instructors should have a standard announcement of 100 words or less about their programs that can be used by the mass media whenever the opportunity arises. The announcement should not be a hardsell "pitch" to get people enrolled in a given program. Rather, it should be of a general nature and contain information from which the general public can benefit. Public service announcements should be composed of four components: who, what, when, and where. The most important component is who to contact for further information. Figure 2 in the appendix contains an example of a well worded public service announcement.

Unit 3 - Implementing Recruiting Activities

High School Visitations

Once an instructor has developed contacts in high schools as well as the necessary software, he is ready to begin recruiting activities. The types of activities and timing are important. There are two basic types of activities that can be effective in high school situations: active and passive.

Active efforts involve physcially going to high schools and performing such recruiting activities as talks to Industrial Arts classes or presentations to various groups of students. Passive efforts include such things as sending recruiting brochures to high school counsellors for display and distribution to students, placing posters on high school bulletin boards, editorials in high school newspapers, and so forth.

Active efforts are most effective when they take place during the second half of the school year. Most high school students do not begin thinking seriously about a post-secondary education until they are well into their senior year. Timing recruiting efforts to coincide with this normal pattern of student interest will have a positive effect on results. One strategy that has proven effective involves high school visitations during the middle of the school year followed by a repeat performance toward the end of the year.

Passive efforts should be carried out on a continuous basis. A good supply of printed material strategically placed and maintained on a continuous basis will often be the catalyst that

initiates student interest in a vocational program.

Guest Speaking Engagements

Guest talks can be an important part of the overall recruiting effort if handled properly. There are two types of guest speaking engagements available to vocational educators. The first type involves talks given to specific groups of potential students such as high school classes, high school seniors wishing to make a career decision, or a group of unemployed people brought together by some assistance agency. The second type involves speaking to civic, church, social, business, industrial, or educational groups composed of members who are probably not potential students themselves but who can be valuable emissaries for spreading the word throughout the community.

When speaking to groups of potential students you are trying to sell them on your program. To do so it is helpful to make optimum use of attractive, eye catching visual aids. Posters, slides, video tapes, and charts displaying pertinent facts about your program can be effective. Data on course requirements placement information, cost factors, and time figures should all be included in the presentation to potential students. The theme of any presentation to potential students should be "you can benefit from this vocational program and this is why." It should then proceed to show the potential students, in descriptive terms, using hard facts, why and how they can benefit.

When speaking to civic, church, social, business, industrial, and educational groups the idea is not to sell your program, but to sell yourself. Since the typical member of these groups will not be a potential student, a completely different approach is required. These types of groups meet periodically and are usually in the market for a guest speaker to entertain, educate, or enlighten the group. They look for speakers who can discuss "trendy," newsworthy, or educational topics.

The goal in speaking to these groups is to sell them on the idea that you are the person to contact if a question or interest arises concerning vocational education. They will then become your personal emissaries in the community. To accomplish this the vocational educator must first develop one or two talks on topics of interest that relate either directly or indirectly to vocational education. Once developed, the same talk can be presented to each of the various groups.

An example of how the guest speaking strategy can be initiated follows: A "trendy" or newsworthy topic such as metrication in America is selected. After doing a little research, a brief talk is developed. It begins with a general discussion of metrication in America, evolves into a discourse on how it is affecting business and industry, and concludes with an explanation of how vocational programs are incorporating metric instruction into their curriculums. A brief abstract of the talk and a personal vita are mailed to the presidents of the various clubs along with an offer to attend one of their meetings as a guest

speaker. Although this strategy represents an indirect approach to recruiting, it can be effective. Each guest talk will sow seeds that can blossom into valuable support from community leaders.

Conferences With Personnel From Selected Agencies

As was discussed in Unit 1, there are numerous agencies available to help people with various aspects of their lives. Many times the problems confronted are of a career or employment nature. Personnel in agencies such as the state employment office, correctional facilities, military installations, the CETA office, and offices of vocational rehabilitation all have a vested interest in the employment of their clients.

By selling yourself and your program to these people you can nurture a mutually beneficial situation in which the student becomes the ultimate benefactor. Winning the confidence of contact persons in these various agencies can be accomplished by arranging to meet with them and discuss your program. They will want to know specifics concerning how your program can help their clients and they will expect documentation of all claims.

An effective and helpful tool in conferences with agency personnel is a one page typed summary of the pertinent facts about your program. These facts should include course requirements, cost data, expected employment and salary potential after graduation, and placement statistics. Each agency will want to know how you and your program can help them and them

alone. This should be kept in mind when preparing for a conference.

Once an agency contact's confidence has been won, it will be maintained only by producing the promised results. Another strategy that will insure the continuation of a positive, mutually beneficial relationship with agency contacts is to give them periodic reports of the progress being made by clients they have placed in your program. Follow-up data on clients who graduate will also add to the relationship.

Strategic Placement of Recruiting Posters

The vocational educator cannot be in all places all of the time. This is unfortunate because one never knows when a potential student may develop an interest in a vocational education. The problem can be partially resolved with the assistance of recruiting posters. Recruiting posters strategically placed throughout the community can both spark an interest in potential students and respond to an interest that has arisen. By presenting pertinent data about a vocational program and specifics about who to call for further information, recruiting posters can be the vocational instructor's proxy representative in the community.

Since few vocational programs will have a budget sufficient to inundate a community with posters, the key to success is strategic positioning of posters. This means placing them in

locations where they can achieve optimum results. Some of these places include: high school bulletin boards (if the seniors have a bulletin board especially designated as theirs, make sure that this is where the poster is placed), the state employment office, shopping mall bulletin boards, store windows, laundromats, and fast food restaurants.

Personal Letters

One of the most effective recruiting tools available is the personal letter. No recruiting strategy can compare to one addressed specifically to an individual. Being singled out for personal attention is enjoyed by almost everyone and nothing does this better than a letter.

Gathering names of individuals to contact by letter is the only problem with this method, but this obstacle can be easily overcome. Because of state and federal legislation concerning privacy, high schools cannot provide vocational instructors with mailing lists of seniors each year. However, by adding one task to guest speaking engagements for high school groups the names can be obtained.

Before concluding his or her presentation, the wise vocational instructor will ask, "is there anyone who would like to receive additional information through the mail about a vocational training program." Those who are interested leave their names and mailing addresses. Contacts developed in high schools, agencies, and throughout the community can

also provide names of people who would like to receive correspondence about a vocational program. Figure 3 in the Appendix is a sample personal letter that might be sent to a potential student.

Public Service Announcements

Most radio stations will provide free public service announcements if the topic is non-commercially oriented and of general interest to the community. Each station will have guidelines for public service announcements in terms of format, content, and time allocations. Fifteen to twenty second time limits are common, so the vocational instructor planning to use public service announcements for recruiting purposes must learn to be concise.

Radio stations develop formats designed to appeal to certain groups. Some appeal to high school students and some to older age groups. The key to successful use of public service announcements for recruiting purposes is to select the station(s) that appeal to the group you are trying to reach.

Newspaper Stories and Letters To The Editor

Newspaper advertising can be very effective, unfortunately, it can also be very expensive. However, if properly handled, newspaper coverage can be obtained at no cost. Most newspapers are usually open to covering stories of human and community interest. In order to take advantage of this, the vocational educator must first create or be attentive to situations or

occasions that may be newsworthy. The idea is to have your program in the newspaper and, in turn, the public eye as much as possible.

To accomplish this, a number of things can be done. Vocational skills contests in which formal awards presentations are made will attract the news media. Vignettes of human interest about graduates who have done particularly well in the work world, about mother-daughter or father-son enrollments in the same program, about women in traditionally male programs and vice-versa, and about student projects worthy of special note will usually find their way into the newspaper. Placing a vocational program before the public for any positive reason will stimulate interest in that program.

Letters to the editor can also serve a recruiting purpose. Though hard sell recruiting is not allowed, letters expounding on the numerous benefits of a vocational education are. Well written letters to the editor giving readers hard facts in support of vocational training programs will be surprisingly effective in stimulating student interest.

Shopping Mall Displays and County Fair Booths

Shopping malls and county fairs offer vocational instructors excellent opportunities for recruiting. It should be remembered that one of the primary principles of recruiting is visibility. By concentrating large numbers of people from the community in one location, shopping malls and county fairs offer vocational instructors a chance for maximum visibility. Displays can range

from simple, with one table containing handout material, to complex with a complete display booth containing handout material, audio visual presentations, and eye catching visual aids displayed on a backdrop.

Timing and location of displays are important. Weekends are the most productive time for setting up mall or fair displays because more people attend on weekends than at any other time.

Location is also important. Visibility can be further enhanced by securing a booth location that is in the natural traffic flow. It will serve no purpose to plan a display on a weekend and then select a location that is away from the traffic flow.

When developing a display booth for use in malls and fairs, the vocational instructor should keep three things in mind:

1. The display must be interesting enough to catch the public's eye and cause people to stop for a closer look. Brightly colored signs with catchy phrases or slogans displayed on a backdrop serve this purpose well.
2. The display must be designed to hold a person's interest long enough to allow the vocational instructor attending it to initiate a conversation. Slide and cassette or video tape presentations serve this purpose very well. Candid "action shots" taken during class

and shop activities make an interesting presentation. The narration for any audio visual demonstration is very important and should, if possible, be done by a professional.

3. There must be printed material about the vocational program available for people to take with them for further consideration.

American Vocational Education Week

Each year the American Vocational Association designates one week in February as "American Vocational Education Week." A great deal of nationwide publicity is generated by the AVA during this week, affording local vocational instructors an excellent opportunity for recruiting. Each year a new theme such as, "Vocational Education Builds The Skills of America", is adopted.

The AVA makes promotional material (buttons, brochures, papers) available to local institutions wishing to participate. These materials can be obtained by contacting the AVA at:

American Vocational Association
2020 N 14th Street
Arlington, Virginia 22201

Because American Vocational Education Week is a nationwide project, newspaper coverage of local efforts in conjunction with it can usually be obtained with little or no trouble. Chances for radio and television coverage are also good if the local efforts to promote vocational education and bring it before the

public's eye are interesting and innovative. Special career fairs, open houses, and vocational skills contests will generally insure broad coverage.

Vocational Skills Contests

Vocational skills contests are an effective way to gain broad exposure for a vocational program through media coverage. Media coverage will be assured if the vocational instructor is particularly attentive to certain considerations that fall into five general areas: pre-contest publicity, the contest itself, judging the contest, the awards presentations, and post-contest publicity.

Pre-contest publicity falls within the realm of the newspaper. A story providing a brief explanation about the contest, listing the contestants and judges, and telling something about the prizes that will be awarded should be put together and given to the editor of the local and school newspapers. It should be timed so that the story runs before the contest begins but not so soon that a long lapse of time occurs before the contest.

The contest itself should involve as many students as possible. An effective tactic is to invite area high school and junior high school mechanical drawing classes to participate. Judging of the contest is also important. A panel of experts chosen from local industry is the best approach. This will increase the credibility of the contest while, at the same time, insuring more community involvement in the effort.

The awards ceremony, from a recruiting perspective, is the most important ingredient. Invitations should be sent to parents and families of all contestants, judges, and participants of any kind. Invitations should also go to leaders in all facets of community life from politics to the church to business and industry. An effective tactic is to invite the school director or president and several local "celebrities" to make the awards presentations. This will increase considerably the chances of receiving radio, television, and newspaper coverage.

A follow-up story in the school and local newspaper announcing the winners of the contest and subsequent stories following up the winners will add to the recruiting mileage achieved by the skills contest.

Open House and Career Fairs

An ideal way to combine recruiting and career counselling is to organize an open house or a career fair. In either case, it is most effective to make it a school wide effort. Opening vocational facilities to the public and inviting them to come in and see live skills demonstrations, receive career counselling, and take home printed career materials is an excellent way to gain broad public exposure while meeting the community's need for assistance with career decisions.

By asking all visitors to open house or career fairs to leave their names and mailing addresses, the vocational instructor can expand his or her mailing list. Follow-up correspondence after a career fair or an open house is a very effective recruiting tool.

SECTION 2 - PLACEMENT IN VOCATIONAL EDUCATION

The singlemost important ingredient in evaluating the success of a vocational program is its placement record. Accrediting agencies, state departments of education, and school administrators are always interested in a vocational program's placement record. In short, a successful vocational program has a successful placement record.

Placement is the process through which graduates and substantial completers of vocational programs become employed in their field. The vocational instructor's responsibility concerning placement involves both teaching students how to place themselves and helping them secure employment after leaving a vocational program.

Unit 4 in this section deals with teaching students how to find a job. The strategies set forth in this unit will allow a student to select any city in the United States and analyze it for job possiblities in his or her occupational area. The ultimate product of the student's efforts would be a comprehensive list of every potential employer in that city.

Unit 5 deals with teaching students how to get a job. Once they have identified and listed their potential employers, students must then know how to approach them and request a position. This involves learning such job getting skills as resume writing, interviewing, completing applications, making telephone inquiries, and several others.

Unit 6 covers teaching students how to keep a job and advance in it once it has been secured. Employability skills, learning on the job, and advancement in the occupation receive a comprehensive treatment in this unit.

Section 2 will help vocational instructors develop a comprehensive system of placing students that will insure a successful placement effort and, in turn, a more effective vocational program.

Unit 4 - Teaching Students How To Find A Job

Rules of the Wise Job Seeker

Students completing a vocational program and attempting to enter the world of work for the first time will probably encounter the "experienced only" barrier. The employer will say, "we are looking for someone with experience." The student will think, "how can I get experience if you won't hire me?" After encountering this ironic situation several times, the student may become frustrated and doubt may begin to set in, lessening even further his or her chances of securing that all important first job.

Instructors can help students beat the "experienced only" barrier by teaching them five rules of the wise job seeker:

1. DO NOT BE AFRAID TO RELOCATE FOR A JOB. It is not uncommon for the community surrounding a vocational school to have more skilled workers than it needs. When this is the case, the logical alternative is relocation. Hundreds of jobs are available to the vocational student who is willing to go to where the jobs are.

2. LEARN TO MARKET YOUR SKILLS. It is almost as important to be a skilled job seeker as it is to be a skilled worker.

3. DO NOT BE RELUCTANT TO START AT THE BOTTOM. Because of the "experienced only" barrier, many vocational students will be required to begin their careers at the bottom of the position and pay scale. This is only natural and can be quickly turned around through diligence and hard work.

4. BE POSITIVE AND ASSERTIVE IN YOUR JOB SEARCH. Learn to overcome timidity and the appearance of being unsure of yourself in job interviews. You have trained in a certain occupation and you have developed job entry level skills in that occupation. In interviews, do not be afraid to say, "I would like to work for this company and I know I can do the job if you will give me the opportunity."

5. DO NOT ALLOW YOURSELF TO BECOME FRUSTRATED. Frustration will only lessen your chances of getting a job. Stay positive and enter every interview as if it is the one that will come through for you.

Chamber of Commerce Manufacturer's Directories

The state chamber of commerce for every state publishes a directory of all manufacturers in the state. The manufacturing industry is a primary employer of vocationally trained workers. Local chambers also publish directories specifically for their geographical area. These directories provide valuable, useful information for job seeking vocational students. State directories provide an alphabetical index to all manufacturers in the state broken down by county. Each entry lists the company name, address, telephone number, products, and number of people employed.

All local chamber offices have a directory containing the addresses for contacting state chambers and local chambers for specific towns. Students wishing to relocate to a specific city may want to order the manufacturer's directory for that city. Prices vary according to the size of the city or state.

The Yellow Pages

Another valuable source of placement assistance for students planning to relocate for employment is the telephone directory for the town in which they are interested. The yellow pages in any telephone directory will provide an alphabetical index to hundreds of potential employers of auto mechanics, auto body repairers, food service workers, architectural drafters, legal

and medical secretaries, dental technicians, and many others.

Telephone directories for specific cities can be obtained a number of different ways. The best sources are college and university libraries, public libraries, libraries on military installations, and the local office of the telphone company. Directories for a given city can also be obtained by writing relatives or friends who already live in that city.

Want Ads

Want ads appearing in the Sunday newspaper for a given city can be of valuable assistance to students seeking employment in that city. College, university, public, and military libraries usually carry the Sunday newspaper from assorted cities. Students interested in relocating to a certain city should check these places to determine if want ads for that city are available.

Another way of obtaining the Sunday want ads for a given city is to purchase a one month's subscription to the Sunday edition of the paper. Sunday's want ads are the most comprehensive because that is when most employers advertise positions. One month subscriptions to the Sunday edition are not expensive. Cost and subscription data can be obtained from the reference librarian in most libraries.

Public Employment Agencies

Most cities have a local branch of the state employment office. The purpose of these agencies is to match unemployed people with jobs for which they are qualified. Public employment agencies are the natural ally of vocational students seeking employment.

However, there are some potential problems that students should be aware of.

Many employers who advertise through a public employment agency do so because they do not have time to screen applicants themselves. When this is the case, they provide the employment agency with a general job description, rate of pay, and qualifications required. The employment agency will usually interpret the qualifications section to the letter. Most employers will ask for a number of months of experience. This is where many vocational graduates encounter problems.

The unexperienced vocational graduate need not be dissuaded, though. Employers are not looking for people with any given amount of experience per say. They are looking for someone that can do the job. Experience is simply an indicator that someone should be able to do the job. Before being turned away, the vocational student should explain his or her skills to the employment agency counsellor and have them recorded. The counsellor should then be asked to telephone the company in question, list the students skills over the phone, and ask if the company would be interested in setting up an interview. If the company declines, after hearing of the students skills, then nothing more can be done. However, as is often the case, the company may grant an interview.

Private Employment Agencies

In most cases, private employment agencies charge a fee to locate a job for a person. The fee must be paid whether the job

works out to the applicant's liking or not. For this reason, private employment agencies have developed a poor reputation in some circles. However, the wise job seeker will not rule them out.

Several employment agencies are national, have a good reputation, and have many "fee paid" jobs in their files. A fee paid job is one in which the employer pays all or part of the employment agency's fee.

A highly skilled vocational graduate is well advised to complete an application with one of these national employment agencies and indicate on the form that he or she is only interested in fee paid or partial fee paid positions. It should be remembered that private employment agencies do not make any money until they find someone a job, so they are apt to try harder.

U.S. Civil Service

The U.S. Civil Service employs civilian personnel in a number of occupational fields aboard military installations and in government positions. Each state has a main branch office and several local offices located throughout the state.

These local offices maintain a listing of civil service positions available across the state. Their lists are updated twice monthly.

The main branch office and all of the local offices for any state can be located by writing or calling the national headquarters:

U.S. Civil Service Commission
1900 "E" Street, N.W.
Washington, D.C. 20415
(202) 737-9616

City, County, and State Government Positions

Most cities, counties, and states have a wide range of positions that must be filled with qualified people in numerous occupational areas. The telephone directory for a given city will contain a listing for the city and county personnel offices for that city and one for the state personnel if there is one in that particular city. Some cities maintain an intergovernmental job office that has information on all city, county, state, and federal positions available in a given month. These offices are listed in the yellow pages of the telephone directory under "Employment."

Unit 5 - Teaching Students How To Get A Job

Knowing How To Ask

Unit 4 covered learning how to identify and list potential employers. Once a vocational student has compiled a list of possible employers, he or she must then know how to go about contacting them and asking for a job. There are several different ways in which this can be done. The best method to use depends upon a number of variables: Is the potential job local or out of town? Was the potential job announced or is the student making a "blind inquiry?" Will the student be contacting a personnel officer or the person who actually does the hiring?"

Local positions can be requested via telephone, mail, or in person. Out of town positions are usually requested by mail. The student should be familiar with the proper use of all three methods of inquiry.

Telephone or In-Person Inquiries

Local employers, especially those that have advertised an opening, can be contacted by telephone or in person. In either case, the student's attitude should be positive and confident as if there is definitely a job available and he or she is qualified for it.

If inquiring by phone for a job that has been advertised, the student should ask to speak to the contact listed in the ad, explain that he or she is a skilled worker qualified for the announced position, and that an interview would be appreciated.

This is the key because the purpose of any type of inquiry is to arrange an interview.

If inquiring by phone for a position with a company that has not advertised an opening, the student must alter his or her methods. The first step is to determine the name of the person who is the head of the department in question. For instance, a welder would call the company's receptionist and ask for the name of the head of the welding shop. With this completed, the student then places a call to the proper person, states his or her qualifications, and requests an interview. If told that there are no openings, the student should still request an interview in case a position opens up in the future.

In-person inquiries are handled in much the same manner as telephone inquiries with a few exceptions. When inquiring in person, the student should dress for the occasion and, if possible, bring along work samples. Work samples and preparing for an interview are covered later in this unit.

The Letter of Introduction

Out of town positions are usually requested by mail. The student lists the companies that are potential employers in a given city and sends them each a complete employment package. The package contains a letter of introduction from the student, a letter of recommendation from the instructor, a well written resume, and work samples when applicable.

The letter of introduction is the first contact a potential

employer has with the vocational student. Being that first impressions are lasting, a concise, well written letter is vital. The letter of introduction contains four basic components: the introduction, the job request, a brief statement of qualifications, and the closing.

The introduction briefly tells who the student is (i.e. "I am an architectural drafter with specialized training in residential and commercial design and drawing"). The job request explains what the student wants--a job (i.e. "I plan to relocate to your area as soon as I am able to secure a responsible position in my field. I have examined the job market and find I would like to work for your company"). The statement of qualifications briefly lists the student's pertinent job skills, and the closing tells employers that a resume is enclosed, references will be provided upon request, and that an interview would be appreciated. The letter of introduction should also state when the student can be available for an interview or employment. Figure 4 in the Appendix contains a sample of a well written letter of introduction.

Resume

A resume is a brief incapsulization of a student's career goals, education, experience, hobbies, and other pertinent data relative to employment. An abundance of literature exists extoling the virtues of hundreds of different resume formats. In vocational education the key to success in resume preparation

can be summed up in two words: brevity and depth. A short one or two page resume is best for vocational students.

A well written resume should include the following components: Personal data, a well stated occupational objective, an explanation of pertinent education and experience, a list of the student's hobbies, and any special awards that the student has been conferred.

Personal information on the resume should contain only his or her complete name, address, and telephone number. Such things as age, sex, marital status, and children need not and should not be included. The occupational objective should be a well written statement of the student's career goal. It should be broad enough that it does not limit, but narrow enough to show that the student has definite plans. A well written occupational objective for a drafting student might read:

> "To begin work at a productive level in a drafting position that will allow me to apply my knowledge, skills, and training and advance at a rate in accordance with my performance on the job."

The education section should list all education that pertains to the job in question first. It should be given a more detailed treatment than other entries in this category. The degree or certificate obtained should be listed along with a brief explanation of all specialized training. Other education entries should be listed in reverse chronological order.

The experience category should begin with those jobs, if any, that relate directly to the one in question. Others should then be listed in reverse chronological order. A vocational student

should attempt to list something under the experience category even if it does not relate directly to his or her field of endeavor. For example, entries that show the student worked his or her way through school can make a difference, regardless of the type of work performed.

The final two categories, awards and hobbies, are given simply as a means of appealing to the interests of the potential interviewer. Employers are human too. A hobby or an award might arouse enough interest in a potential employer to convince him or her to grant an interview, and securing an interview is the purpose of the resume and the letter of introduction. Figures 5 and 6 in the Appendix are samples of well written resumes for vocational students without related experience and with related experience respectively.

Work Samples

Most employers will want to see tangible evidence that an applicant can do the job. In some occupations, this means a pre-employment test and in others it means work samples. Though any student should be prepared to take a test when applying for a position, in most interviews, good, representative work samples will suffice.

A drafter should take prints of his or her best drawings to an interview. Secretaries should take sample letters, memorandums, and forms. Graphics and printing technicians can show sample layout and production projects, welders might bring along difficult

difficult welds on various types of metals, auto body repairers can show photographs of revitalized automobiles on a before and after basis, and so on.

Letters of Recommendation

Letters of recommendation can be the most important component of a student's employment package. A letter from an instructor explaining openly and honestly a student's strong points, weak points, skills, and potential can make the difference in getting and not getting a job.

An even more effective letter is one that comes from a past employer, especially if the employer is a colleague in the field. However, even if the employer's letter of recommendation is for work performed in a totally unrelated field, it can still show that the student has certain employability skills such as punctuality and dependability that are important in any job.

The Interview

Everything up to this point has been for the purpose of securing an interview. A well trained vocational student who gets an opportunity to display his or her skills in a job interview stands a good chance of getting the job. The interview is where the student wants to "shine."

In order to do so, it is necessary to thoroughly prepare. Before conducting an interview with any company, the vocational student should complete several preparation steps:

1. Conduct an investigation to learn as much about the company and its products as possible.

2. Try to determine how employees of the company that work in the section where you will work, dress, what time they arrive at work, and what time they leave.

3. Try to determine what the prevailing wage scale is for new employees in the given occupation.

4. Compile a list of questions that might be asked during an interview and practice your answers to them until they become natural and spontaneous.

The chamber of commerce or the company's own director of public relations can help a student learn about the company, its background, and its products. Observing a shift change in the morning or afternoon will reveal how employees dress, what time they begin work and what time they quit. Wage scales for certain occupations may or may not be available from the company, but the state employment office can provide students enough information to put them in the ballpark in terms of wage expectations.

Practicing answers to probable interview questions will bolster the student's confidence and poise during the interview. Figure 7 in the Appendix contains a list of questions that the vocational student might expect to be asked during a job interview. Hints as to what the employer is trying to determine in asking the questions are also provided.

The Application

Most companies will ask potential employees to complete an

application while waiting for their interview. The interviewer will then refer to the application during the interview. Applications usually ask for such things as chronological listings of schools attended and jobs held. Most people find it difficult to remember the exact dates required in these categories.

Vocational students are well advised to prepare 3 x 5 cards containing application information and to have them available when asked to complete a job application. This will insure accurate information, cut down on the time required to complete the application, and allow the student to concentrate on printing all information in the most legible handwriting possible.

Employability Skills

Employability skills are those general skills that transcend all occupational areas. They include such things as punctuality, dependability, loyalty, etc. These things fall into the affective domain of learning and cannot be taught in the same manner as skills and knowledge. The most effective way to teach employability skills is by example and discussion. The best way to help students form positive employability skills is by habit.

The vocational instructor that expects his or her students to behave, relate, perform, and dress in class as they will have to on the job is helping them develop proper work habits. By setting a good example, the instructor reinforces their learning even further. Discussions of employability skills help students understand the reasons for their importance.

What follows is a list of employability skills that vocational students should develop as habits prior to entering the world of work. Each is accompanied by a brief explanation that could be developed further through class discussion.

BE DEPENDABLE. Arrive at work on time and work while you are there. Employers must be able to count on employees to be there on time and to complete all projects in a timely manner with high quality results.

BE A LEARNER. No person leaves a vocational program with a fixed body of knowledge and skills that will never change. Rather, vocational students are provided a basic set of skills and knowledge that will allow them to continue to learn and grow in their occupation on a lifelong basis.

BE A WORKER. Avoid joining the water cooler clique, coffee pot gang, or the lounge set. Everyone needs a break and you will too, but make sure that you are not the person the boss bumps into every time he passes the coffee pot.

BE SELF-SUFFICIENT. There is nothing wrong with asking questions, in fact it is to be encouraged. However, never ask a question on the job until you have made a persistent effort to find the answer for yourself.

CONSTANTLY IMPROVE. Couple the practice that you get by performing your daily tasks with a concerted effort to improve. You should make it a habit to try to improve on your knowledge and skills daily.

BE PERSONABLE. Get along with your fellow employees. A harmonious work environment will add to employee effectiveness.

Learning On The Job

Vocational students must be lifelong learners. This means that in addition to the knowledge and skills that they learn in school, they must also learn to continue to learn and to enjoy learning. There is no occupation in which practices, procedures and technology are static. New equipment, new practices, new procedures, and new knowledge come about almost on a daily basis. In order to keep up, the vocational student must learn to be a lifelong learner.

Learning on the job can be the most effective learning possible because of the immediacy of application of learning. Teaching students how to continue their learning on a lifelong basis can be accomplished in the classroom.

Constantly presenting the students with new and different projects or problems that will cause them to think and perform beyond the realm of their normal, everyday learning assignments

is an effevtive method. For example: After helping the students in a vocational class develop a certain amount of knowledge and some basic skills, present them with a problem that has not yet been covered. Their assignment is to use any reference sources, have discussions among themselves, and come up with a proposed solution. This type of activity will not only prepare them for what they can expect to confront on the job, it will help them become independent problem solvers, and lifelong learners.

Advancement On The Job

Every occupation has a normal flow of advancement up the ladder. As a vocational student's knowledge and skills grow, so will his or her responsibilities and salary. A common upward mobility situation for most vocational graduates begins with entry level employee right out of school, then apprentice level, journeyman level, master of supervisory level, and finally, in some cases, administration or management.

To move from entry level worker to administration may take a lifetime for some and a short time for others depending on the employee's performance on the job and numerous other variables. Vocational students should be made aware of the normal steps through which they might advance, the types of responsibilities inherent in each step, and the amount of time that could be expected to be spent at each level of an occupation so that they can set goals for themselves. They should also be helped to realize how their employability skills and their willingness to continually learn can affect advancement in their field.

SECTION 3 - FOLLOW-UP IN VOCATIONAL EDUCATION

Follow-up is the process of staying in touch with graduates of a vocational program and their employers. This serves several purposes:

1. The instructor is able to determine if and where his or her graduates are employed.
2. The instructor is able to determine how his or her students are performing on the job.
3. The instructor is able to determine how the employers feel about the abilities of his or her graduates.
4. The instructor is able to determine from both the student and the employer if there are additions, deletions, or revisions that need to be made in the curriculum.
5. The instructor is able to identify unemployed students who may be in need of placement assistance or underemployed students who would like a better job.

From the purposes listed above, it can be seen that follow-up is an important responsibility. In short, it is the process by which vocational instructor's answer the questions, "How am I doing?" This question becomes increasingly more critical everyday.

The citizenry that finances publicly supported vocational education wants to know that its money is being used efficiently and effectively. Vocational educators must not only produce results, they must be able to show tangible evidence of having done so. The federal government also demands accountability. As such federally supported programs as CETA become more and more intertwined with vocational education, proof of results becomes increasingly important.

Follow-up is the process by which the evidence of results is obtained. Being able to show this evidence may mean the difference between continuation and cancellation for many vocational programs. Section 3 deals with the "how to's" of both student and employer follow-up.

Graduation Applications or Exit Forms

The instructor who takes the time to develop a follow-up system will find that follow-up is actually a very simple process. The first step in a follow-up system is the exit form or graduation application. Both forms serve the same purpose. The graduation form is for students who leave the program upon graduation, while the exit form is for non-completers who leave the program.

During a student's last school term the vocational instructor has the student complete the appropriate form. The form asks for such information as complete name, mailing address, and telephone number; a permanent mailing address; reason for leaving the program; and his or her plans upon leaving the program. The form has extra space to accommodate follow-up information that will be entered at a later date.

Completed forms are then filed according to the appropriate school year under the headings, "Graduates" or "Non-Graduates." Students that plan to seek employment are counselled to notify the instructor in person, by telephone, or by mail once they have secured a job. At this point the instructor makes a follow-up entry on the student's exit form. Each entry lists the date of the entry, the place of employment, the supervisor's name, and the address and telephone number. The student's home address and telephone number is also updated each time an entry is made if necessary. Once a student is employed or has transferred for

continued education, he or she need only be followed up once every six months for a period of three years.

Follow-up on graduates and non-completers who are not working should take place monthly until they begin work or transfer for continued education. This continuous contact will allow the instructor to offer the unemployed student placement assistance.

By counselling students to maintain contact by mail for at least three years, the instructor can lessen the amount of time he or she must put into follow-up. Each time a post card or letter is received from a graduate or non-completer who has left the program, the instructor pulls the student's exit form, makes the appropriate entry in the follow-up section, and up-dates anything else on the form that might have changed. Figure 8 in the Appendix contains a sample form that can be used for graduates and non-completers leaving a vocational program.

Follow-Up Cards

Another method of recording and maintaining follow-up data is on follow-up cards. They serve the same purpose as the follow-up section on the exit form, but they are easier to file and require less space. Instructors planning to use follow-up cards may wish to use 5 x 8 cards (3 x 5 cards are too small to hold all of the information that will accumulate over a period of time).

The follow-up card is set up by copying the student's name, address, and telphone number from the exit form. The only other entries on the card are follow-up entries that accumulate over a

period of time. Cards have the advantage of being able to be stored in a small container that can be left on the instructor's desk so that follow-up cards and information are always right at his or her finger tips. Figure 9 in the Appendix contains an example of a follow-up card with several follow-up entries.

Follow-Up Methods

There are three methods of follow-up: In-person, by telephone, and by mail. The first two are usually the most effective. The success of a mail follow-up can be improved by providing a self-addressed, stamped envelope for responding. Regardless of the method or methods chosen, the information that is needed is: the student's current address and telephone number at home and work, whether or not the student is employed in his or her field, where the student is employed, how the student is progressing, what could the instructor have done better or differently in preparing the student for his or her present job, and does the student need assistance in finding a job or in securing a better job?

If students are employed locally, an in-person or telephone follow-up will be the most effective method. By actually talking to students instructors can get a better understanding of their responses to follow-up questions. Regardless of the method used, instructors should always complete a follow-up form for documentation purposes. Figure 10 in the Appendix contains a sample student follow-up form.

Follow-Up Methods

Student follow-up is only half of the system. If the follow-up process is to accomplish its purposes, employers must also be followed up. The same three methods that apply to student follow-up apply to employer follow-up. However, if students are employed locally, an in-person follow-up is definitely indicated.

Busy employers have a tendency to resent extra paperwork so employer follow-up by mail will be the least successful method. A telephone call is better, but in-person is by far the best method because it allows the instructor to actually meet the employer and visit the work setting.

Employer follow-up information is of a different nature than that acquired through student follow-up. Instructors are interested in finding out how employers feel about their student's technical knowledge, technical skills, work habits, and work attitudes. Regardless of the follow-up method used, employer follow-up should be documented. Figure 11 in the Appendix contains a sample employer follow-up form.

Validating In-Put

Vocational programs prepare students with entry level skills that are generalizable to business and industry. They do not prepare students to work at a particular company within business and industry. For that reason, students must learn on the job any knowledge, skill, process, or practice that is indigenous

only to a particular company.

Employers have a need for employees who are productive the moment they begin a job. Often, a non-experienced vocational student, although highly trained and skilled, will require time to learn the specific policies and practices of his or her new employer. For this reason, the employer might be prone to rate the student lower then is actually the case. This is yet another reason for following up in person or by telephone.

Follow-up data must be validated before it is acted on. An employer that rates a student low in a skill that is peculiar to his or her company should be given an explanation of vocational education's mission. The instructor who visits or talks to an employer during follow-up is more likely to receive valid information upon which to act.

Acting On Employer Feedback

The main purpose in soliciting employer feedback in follow-up studies is to determine if there are areas in which the vocational program can be improved. It was stated above that employer feedback cannot be acted on without first analyzing and synthesizing it. An effective method is to record all employer feedback in a positive or a negative column.

Negative feedback should be analyzed to determine its implications. Submitting negative feedback to an advisory committee made up of a representative cross section of people employed in the field will help the instructor determine its

validity. What do the advisory committee members think of the feedback? Is it specific to the employer's company or would it also apply to theirs?

Negative feedback that becomes validated should be acted on immediately and the employer should be notified of any corrective action that has been taken. Negative feedback that does not appear to be valid should also be explained to the employer who submitted it, preferably in person.

SECTION 4 - MISCELLANEOUS RESPONSIBILITIES IN VOCATIONAL EDUCATION

It can be seen from the material presented in the first three sections, that the modern vocational instructor has many responsibilities that go well beyond the reach of classroom instruction. Insuring maximum enrollments through recruiting, continuance through placement, and quality through follow-up have already been covered. However, the vocational instructor's non-teaching duties do not stop here.

The modern vocational instructor must constantly seek to up-date and improve instruction in his or her program. This involves understanding the basic principles of learning, in-service education for sharpening teaching skills, occupational up-dating for keeping technical skills current, and membership in professional organizations for keeping up in the profession as well as having a voice in policy and decision making. These responsibilities are covered in Unit 9.

The final unit, Unit 10, covers effective interaction with advisory committees. Advisory committees for vocational programs are mandated in most states and should be used whether mandated or not. However, many vocational educators, though they agree in theory with advisory committees, find many problems with them on a practical level.

Solving the practical problems associated with advisory committees is not difficult if approached from the proper perspective. Unit 10 was designed to assist vocational instructors in understanding the purposes of an advisory committee, the functions a committee should perform, how to organize a committee

so as to get the most benefit from it, and how to hande committee meetings in a way that will insure participation and attendance.

Principles of Learning

In order to make instruction effective, vocational teachers must understand the principles by which students learn. Vocational instructors should consider each of the following principles and evaluate his or her teaching methods according to them:

1. Students learn best when they want to learn. The challenge is to motivate students so that they will want to learn. In a vocational setting this can be accomplished by showing students the relevance of what they are studying in terms of the work world.

2. The sooner students use what they have learned and the more frequently, the better they will be able to perform and remember it. This means immediacy and frequency of application in the vocational classroom or shop. Practical application activities should follow immediately after shop talks or demonstrations and they should be repeated frequently thereafter.

3. Students learn best when they see the usefulness of what they are learning. In vocational programs, it is not difficult to help students realize the utility of their efforts. By relating the job skills they are learning to those that are actually used on the job, instructors can accomplish this goal.

4. Learning must progress step by step. Vocational instructors can facilitate better learning in their programs by planning organized, properly sequenced, learning activities that are completed step by step. Each successive learning activity should build on the learning that took place in the step preceding it.

5. Learning takes place by doing. This is especially true in vocational education. Lectures, demonstrations, shop talks, and class discussions can all help students learn. However, no real learning takes place until the student actually applies what is being learned.

In-Service Education

A vocational instructor must be both a master teacher and a master craftsman. Occupational skills are kept current through occupational up-dating activities. Teaching skills and knowledge can be up-dated through in-service education. In-service education is any type of educational experience designed to up-grade the teacher's professional skills and knowledge during his or her service as an instructor. Its opposite is pre-service education which most commonly is college work toward a degree or certification.

Hundreds of options are available to practicing instructors for in-service education. Workshops, seminars, short-courses, correspondence courses, and visits to business and industry are only a few of the vehicles through which vocational instructors can continue their lifelong learning growth.

The most important ingredient in terms of in-service education is the vocational instructor's acceptance of the need for it. Opportunities abound for keeping teaching skills and knowledge current after beginning a full-time career as a vocational instructor. Effective vocational instructors realize that learning and growth do not stop after they have attained their teaching certification or degree, but continue on a lifelong basis.

Occupational Up-Dating

As was mentioned above, vocational instructors must keep their

teaching skills and their occupational skills up to date. Occupational skills may be up-dated a number of different ways. One of the most effective is to periodically return to the world of work for several months. The summer months offer the best opportunities for vocational instructors wishing to use this approach. Another method is to accept part-time or freelance contract work in the field. College courses, correspondence courses, and industrial or business sponsored seminars also offer the vocational instructor opportunities for up-dating their occupational skills and knowledge.

Some activities that vocational instructors in various fields have used for keeping their occupational skills current follow:

1. A drafting instructor formed his own drafting service and contracted with local architects, engineers, and manufacturers to assist with drafting on projects that were running behind schedule.

2. An air conditioning and heating instructor takes the summer term off each year and works one month each for three of his advisory committee members.

3. An electronics instructor attended several industry sponsored seminars on new concepts and equipment in the electronics field.

4. A graphics and printing instructor at one school keeps his occupational skills up to date by doubling as the school's graphics and printing technician.

5. A computer programming instructor keeps her skills up to date by assisting in her institution's computer center.

6. A commercial foods services instructor keeps his skills up to date by serving as a consultant to several local restaurants.

The list above contains actual activities performed by vocational instructors in an effort to keep their occupational skills up to date. They, their students, programs, schools, and communities benefit from their efforts.

Membership In Professional Organizations

Professional organizations in vocational education such as the American Vocational Association, its numerous affiliate organizations, and its state branch associations offer instructors another opportunity for keeping their teaching and occupational skills up to date. In addition to publishing journals of current, relevant information of interest to instructors in all vocational fields, these organizations also sponsor periodic workshops and seminars for facilitating professional growth, more effective instruction, and sharpening of occupational skills.

One of the most important benefits to be derived from membership in a professional organization is the sharing of ideas among colleagues. Vocational instructors from all across the country, through these organizations, are able to interact with fellow instructors and thereby derive the benefit of different ideas, opinions, practices, and methods.

Unit 10 - Effective Use of Advisory Committees

Purpose of the Committee

Advisory committees can play a vital role in helping vocational instructors in the operation of their programs. The general purpose of an advisory committee is to assist educational institutions in the planning and development of new vocational programs and the evaluation and up-dating of current programs.

The rationale behind advisory committees is simple. As technology continues to bring about changes in business and industry, those changes must be reflected in vocational programs if they are to adequately prepare students for employment. Providing information about changes in skill requirements, equipment, facilities, economic patterns, placement possibilities, and follow-up are all responsibilities of the advisory committee. They can also assist vocational programs in recruiting by recommending the program and referring students to the institution.

Each individual vocational program in an institution should have its own advisory committee. The committee should understand its purpose and be willing to fulfill the obligations of an advisory committee. One way to insure this is to explain the purpose of ad advisory committee to potential members before inviting them to participate. That way they will know what is expected of them before accepting a position on the committee.

Functions of the Committee

Specific functions of the advisory committee should also be explained to potential members. The functions vary according to whether the topic is new proposed courses or existing courses. The advisory committee's functions when dealing with proposed new courses are:

1. To assist the institution in determining or verifying the need for the course.
2. To assist the vocational instructor in determining what skills and knowledge should be covered in the course and in what order.
3. To assist vocational instructors in developing the content of new courses.
4. To assist vocational instructors in the selection of the necessary equipment, training aids, and supplies to support instruction.

Advisory committees also play a major role in helping vocational instructors keep their existing courses in line with the latest practices and technology in business and industry. Their functions in terms of existing courses are:

1. Periodic evaluation of the course content, goals, and objectives.
2. Periodic evaluation of training aids, equipment, and facilities used in support of instruction.
3. Assist in decisions concerning the continuance or replacement of courses in the curriculum.

In addition to the curriculum functions listed above, advisory committees also serve a number of other valuable functions. Some of these miscellaneous functions are:

1. Assist vocational instructors in writing entry level job descriptions for their occupational areas.
2. Assist institutions in obtaining specialized or difficult to secure equipment.
3. Assist vocational instructors in placing their graduates.
4. Assist vocational instructors in up-dating their occupational skills by providing part-time, freelance, and summer employment.
5. Assist vocational instructors in publicizing their programs.
6. Assist vocational instructors in recruiting by serving as emissaries in the community.

Organizing the Committee

The key to success in working with advisory committees comes in the organization of the committee. In organizing a committee, the vocational instructor must be cognizant of several things that will have a bearing on the committee's effectiveness:

1. To be effective the committee will have to be composed of people who have both the interest and the time to participate.
2. To be effective the committee should be comprised of a representative cross section of skilled workers, supervisors,and management personnel from the occupational area.
3. To be effective the committee must be run by an elected member of the committee rather than the vocational instructor.

Interested people in the business and industrial community who have time to serve can be identified through in-person telephone, or mail inquiries made by the vocational instructors. Regardless of the method chosen, potential committee members should be informed of the purpose of an advisory committee, the contributions an advisory committee member makes, the amount of time involved, the committee's functions, and how his or her company can benefit from having a representative on a committee.

Advisory committees are usually conprised of from five to ten people. Larger groups may prove cumbersome. It is important in forming committees to include representatives from skilled labor, supervision, and management. People in each of these categories will be able to make their own unique contribution in operating the committee.

The wise vocational instructor will ask the committee to elect its own officers to manage and govern committee activities. This will avoid putting the instructor or any other member of the educational institution in the difficult position of dealing with tardy or inactive members.

Committee Meetings

Attendance at committee meetings is the most difficult advisory committee problem to deal with. Advisory committee members are non-paid people who contribute their own time and energy. For this reason, scheduling of advisory committee meetings is important.

The vocational instructor should have a definite input in the scheduling of meetings, but the committee officers should actually do the scheduling. Some other scheduling tips to keep in mind are:

1. Never schedule a meeting just to have a meeting. Schedule all meetings for a definite purpose.

2. Schedule meetings at a time and place that is most convenient for the most members of the committee.

3. On matters that concern certain members of the committee but not others, have a telephone meeting with the concerned members. When this is done, minutes of the telephone meeting should be kept and distributed to all members so as to keep them informed.

4. Provide all members with an agenda and at least one week's notice for all meetings.

5. Before scheduling a meeting conduct an informal telephone survey of all members to determine if the tentatively scheduled date is acceptable to most of the members.

6. Always take comprehensive minutes of all meetings and distribute them to committee members.

Figure 12 in Appendix contains an example of advisory committee minutes.

APPENDIX A

SAMPLES ILLUSTRATING TEXT MATERIALS

FIGURE 1 - PLACEMENT BOARD NAME	EMPLOYMENT STATUS
Sam Andrews	Mechanical Drafter Pensacola, Florida
Pat Ramond	Mechanical Drafter Fort Walton Beach, Florida
Darrell Coryell	Architectural Drafter Tampa, Florida
John Essex	Electronic Drafter Niceville, Florida
Susan Singletary	Structural Drafter Denver, Colorado
Bruce Stomly	Civil Drafter Orlando, Florida
Andy Corlyll	Architectural Drafter Miami, Florida
Gary Poschell	Mechanical Drafter Mobile, Alabama
Alice Smith	Mechanical Drafter Atlanta, Georgia
Tim Layman	Architectural Drafter Tallahassee, Florida
Jerry Stumfield	Electronic Drafter Clearwater, Florida
Sandi Buron	Electronic Drafter West Palm, Florida
David Frazier	Structural Drafter Jacksonville, Florida
Mike Desmond	Architectural Drafter Destin, Florida
Lynn Williams	Electronic Drafter St. Petersburg, Florida
Barbara Bloomberg	Architectural Drafter Houston, Texas
Scott Winfield	Structrual Drafter Fort Worth, Florida
Deb Griffith	Architectural Drafter Crestview, Florida

Figure 2

SAMPLE PUBLIC SERVICE ANNOUNCEMENT

McDonald Community College is now accepting reservations for seats in its day and evening Air Conditioning, Heating, and Refrigeration Programs. Reservations will be taken on a first come first served basis from 8:00am to 6:30pm Monday through Friday, October 1st through November 1st. Registration for the Winter term will be November 1st through 5th. You must reserve a seat in order to register. For further information contact the Office of Registration and Records at 678-4040 Ext 376.

REMEMBER -- WHO, WHAT, WHEN, and WHERE.

Figure 3

SAMPLE PERSONAL LETTER

John Andrews
201 Hudson Lane
Niceville, FL 32548

Dear John:

I enjoyed talking with you during my recent visit to your shop class. Because of your questions about a career in welding, I have enclosed a brochure that provides a general explanation of the curriculum, cost, and length of our welding program at Okaloosa-Walton Junior College.

Should you have any further questions, I will be happy to discuss them with you. My telephone number is 678-4040 Ext 376. You are welcome to visit our welding program at anytime that is convenient for you. Please feel free to bring along your parents or friends if you wish.

Thank you very much. I look forward to seeing you again.

Sincerely,

Sam McBride
Welding Instructor

Enclosure: Brochure

Figure 4

SAMPLE LETTER OF INTRODUCTION

Mr. Phillip McKim
Chief Drafter
West Side Precast Concrete, Inc.
Niceville, FL 32548

Dear Mr. McKim:

I am a structural drafter with an Associate Degree in Drafting, and specialized training in precast concrete. My skills include preparation of complete framing plans, sections, connection details, fabrication details, and bills of material.

I have examined the local job market and find I would like to work for your company. Enclosed you will find a resume and a letter of recommendation from my drafting instructor.

I will be happy to provide references and samples of my work upon request. Thank you very much. I look forward to hearing from you.

Sincerely,

Donald A. Houy
Structural Drafter

Enclosures: Resume
Letter of Recommendation

Figure 5

SAMPLE RESUME FOR STUDENT WITHOUT RELATED EXPERIENCE

ROBERT GLENN
211 Hudson Avenue
Crestview, Florida 32536
Telephone: (904) 682-9499

CAREER GOAL:

To begin my career as a heating, ventilation, and air conditioning drafter and advance to a position of HVAC designer at a rate commensurate with my performance on the job.

EDUCATION:

OKALOOSA-WALTON JUNIOR COLLEGE. Completed all of the drafting and design courses required for an Associate of Science Degree. Lack twelve hours of general education. My drafting courses covered several areas with an in-depth specialized study of HVAC drafting.

CRESTVIEW HIGH SCHOOL GRADUATE. Crestview, Florida.

EXPERIENCE:

SALESMAN: Clark Shoe Store, Fort Walton Beach, Fl. Two years. I used this job to work my way through school.

AWARDS:

DRAFTING CONTEST WINNER. Okaloosa-Walton Junior College Annual Drafting Contest for 1977.

HOBBIES:

Canoeing and water sports.

Figure 6

SAMPLE RESUME FOR STUDENT WITH RELATED EXPERIENCE

DOUG SMITH
417 Davenport Avenue
Valparaiso, Florida 32580

Telephones: (904) 678-5279 (Home)
(904) 476-6120 (Work)

OCCUPATIONAL OBJECTIVE:

To continue my career in structural drafting and advance first to a position of checker then to chief drafter.

EDUCATION: A.S. DEGREE - OKALOOSA-WALTON JUNIOR COLLEGE, 1980.

My training at OWJC covered five drafting fields with specialized, in-depth study in structural drafting. Engineering and shop drawings in the areas of precast/prestressed steel, poured-in-place concrete, and wood were emphasized.

EXPERIENCE: (Three Years)

January 1980 to Present — Southern Prestressed Concrete Company, Pensacola, Florida.

Prepare shop drawings that include framing plans, sections, connection details, fabrication details, and bills of material for large precast/prestressed structures.

January 1979-1980 — Tri-City Design, Niceville, Florida.

Prepared architectural and structural plans for residential and light commercial buildings. Left for better pay and increased responsibility.

January 1978-1979 — Diversified Technical Services, Niceville, Florida.

Prepared architectural and structural plans for residential and light commercial buildings. Left for better pay and increased responsibility.

HOBBIES: Water skiing

Figure 7

QUESTIONS OFTEN ASKED DURING INTERVIEWS

1. Why do you think you would like to work for us?
2. How do you spend your spare time? What are your hobbies?
3. What type of position are you most interested in?
4. Are you eager to learn?
5. What do people criticize you for?
6. What would you say are your best qualities?
7. Why do you think you would be good at this job?
8. What is the most difficult thing you have ever tackled? And the most satisfying?
9. What subjects did you like in school?
10. What college or school activities did you participate in?
11. What sort of progress in our company would seem normal to you?
12. How does this compare with others you have applied for?

Figure 8

EXIT OR GRADUATION FORM

Name: _____

Graduation Date: _____

Permanent Mailing Address:

_____

_____

_____

Phone No.: Work _____

Home _____

1. What type of degree or diploma will you receive at graduation? (Check one)

   _____Associate of Science

   _____Associate of Applied Science

   _____Certificate

2. Upon graduation, do you plan to: (Check one)

   _____Transfer for more college training

   _____Seek employment

   _____Apply your training to your own personal use

   _____Undecided

3. If you plan to transfer for more education, what will you major in?

   _____

4. If you plan to transfer for more education, what school will you attend?

   _____

5. If you plan to seek employment, in what field within your trade would you prefer to work?

_____ _____

_____

6. If you plan to seek employment, have you completed a placement counselling session with the Industrial Education Department Chairman?

_____ Yes

_____ No

7. Would you like to be contacted in the event that employment for which you are qualified becomes available?

_____ Yes

_____ No

Figure 9

5 x 8 FOLLOW-UP CARD WITH ENTRIES

John Crebbs
201 College Blvd. #1
Niceville, Florida 32548
Phone: 678-4142

Occupational Certificate
Welding 12/79

Follow-Up

1/80 - Unemployed - Actively seeking a job.

4/80 - Employed as Welder. Niceville Shipyard.
Supervisor: James Moss - 678-5960

Figure 10

STUDENT FOLLOW-UP FORM

STUDENT NAME: _____

1. What is your employment status?

   _____ Employed

   _____ Full-time military service

   _____ Unemployed - actively seeking a job

   _____ Unemployed - not seeking a job

   _____ Unemployed - continuing education

2. If employed, how does your job relate to your training?

   _____ Directly or closely related

   _____ Does not relate

3. If employed in a field directly related to your training, complete the following:

   Company/Firm Name _____

   Street Address _____

   City/State/Zip Code _____

   Supervisor's Name _____

   Your Job Title _____

   Your Job Description _____

   Your Salary _____ per hour _____ 40 hour week

4. How do you rate the training you received?

   _____ Excellent

   _____ Good

   _____ Average

   _____ Poor

5. Comments

Figure 11

SAMPLE EMPLOYER FOLLOW-UP FORM

NAME _____

PROGRAM TITLE _____

1. Please rate the above named individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	____	____	____	____	____
b. Work attitude	____	____	____	____	____
c. Work quality	____	____	____	____	____

2. What is your overall rating of this individual.

____	____	____	____	____

3. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

_____ No basis for comparison

_____ Individual is better prepared

_____ Both are about the same

_____ Individual is less prepared

Figure 12

SAMPLE ADVISORY COMMITTEE MINUTES

Auto Mechanics Advisory Committee Minutes
January 14, 1980
7:00 P.M.
Office of "Big Five" Auto Repair Service

Members Present:

John Jones - Chair
Andrew Colemen
Lee Kirk
James Ford
Brian McCloud

Members Absent:

Francis Belmont

Meeting called to order by Mr. Jones at 7:00 P.M.

Minutes of last meeting were read and approved with no changes.

Old Business:

No

New Business:

Mr. Kirk moved that his shop be the site for the next meeting. Mr. Ford seconded. Passed unanimously.

Mr. McCloud submitted a new course in automotive diesel repair for the committee's consideration. The committee will offer feedback at the next meeting.

Mr. Jones scheduled the next meeting on February 12, 1980 at 7:00 P.M. in Mr. Kirk's shop.

Meeting adjourned at 8:00 P.M.

APPENDIX B

VOCATIONAL EDUCATOR'S SELF-HELP CHECKLIST

VOCATIONAL EDUCATOR'S SELF HELP CHECKLIST

Part 1 - Recruiting

RECRUITING CONTACTS

Have you established an on-going working relationship with the following?

		YES	NO
1.	All high school counsellors in your area	___	___
2.	All high school Industrial Arts instructors in your area	___	___
3.	All high school occupational specialists in your area	___	___
4.	Director of the local office of Vocational Rehabilitation	___	___
5.	Director of the local CETA office	___	___
6.	Education officer for local military base(s)	___	___
7.	Education officer for local correctional facility	___	___
8.	Director of local office of the state employment service	___	___
9.	Director of the local youth services office	___	___
10.	Local circuit judge(s)	___	___
11.	Local probation officers	___	___
12.	President local chapter of Displaced Homemakers Association	___	___

RECRUITING SOFTWARE

Have you developed the following items of recruiting software?

		YES	NO
1.	Bulletin board size recruiting posters	___	___
2.	Letter size recruiting brochures for mailing	___	___
3.	Cassette taped interviews of succussfully placed graduates	___	___
4.	Slide presentation of your program	___	___
5.	Scrapbook of photoghraphs of your program	___	___
6.	Placement record display boards	___	___
7.	"Want Ad" displays showing job opportunities	___	___
8.	Radio public service spot announcements	___	___

RECRUITING ACTIVITIES

Do you perform the following recruiting activities each year?

		YES	NO
1.	Visit each high school in your area twice yearly	___	___
2.	Guest speak in high school classes	___	___
3.	Speak to selected groups of military personnel	___	___
4.	Speak to selected groups of prison personnel	___	___
5.	Speak to job seekers at the state employment office	___	___
6.	Speak to parent's groups about their childrens' future	___	___
7.	Speak to church, social, and civic groups about your program	___	___
8.	Place recruiting posters strategically in the community	___	___
9.	Send personal letters to high school seniors and their parents	___	___
10.	Make public service spot announcements on the radio	___	___
11.	Provide local newspapers human interest stories of your program	___	___
12.	Write letters to the editor favoring vocational careers	___	___
13.	Set up recruiting booths in shopping malls on weekends	___	___
14.	Set up information tables during county and state fairs	___	___
15.	Loan taped interviews of graduates of your program to judges, probation officers, counsellors, teachers, principals, etc	___	___
16.	Display slide/tape presentations of your program in public places	___	___
17.	Maintain high "visibility" during American Vocational Education Week each February	___	___

18.	Display scrapbook pages on bulletin boards in the community	___	___
19.	Appear as panel guest on local television talk shows	___	___
20.	Organize vocational skills contests in your field	___	___
21.	Organize vocational student awards banquets and invite the media ..	___	___
22.	Seek out employed people in need of retraining in your field	___	___
23.	Offer career counselling to employed persons dissatisfied with their present job	___	___
24.	Invite members of the community to "Open House"	___	___
25.	Sponsor "Career Fairs" in your area	___	___

VOCATIONAL EDUCATOR'S SELF HELP CHECKLIST

Part 2 - Instruction

IN SHOP ACTIVITIES

During all classroom and shop activities do you?		**YES**	**NO**
1.	Consider teaching as helping students learn rather than telling or showing students how to to something	___	___
2.	Consider that students learn best when they are ready to learn and direct your activities accordingly	___	___
3.	Consider that the more often students use knowledge or a skill the better they will understand and perform	___	___
4.	Consider that students learn new information and skills easier when they are built upon those already known	___	___
5.	Consider that learning must be accomplished step by step	___	___
6.	Consider that successful learning stimulates more learning and keep your lessons brief enough to allow for success	___	___
7.	Consider that students learn a skill through habit formation	___	___
8.	Insure that your demonstrations are clear and accurate since a student's first impression is lasting	___	___
9.	Consider that the sooner a student attempts a skill after a demonstration the easier it will be for him to perform it properly and the sooner it will become a habit	___	___
10.	Insure that the first time a skill is attempted by a student that it is practiced correctly	___	___
11.	Consider that the more often a skill is practiced properly the sooner it will become a fixed habit	___	___
12.	Stress that practice coupled with a concerted effort to improve is essential for developing skill proficiency	___	___
13.	Provide comprehensive course outlines containing student oriented lesson plans for all of your courses	___	___
14.	Subdivide each student oriented lesson plan into title, statement of purpose, performance objectives, learning activities, and evaluations	___	___
15.	Go through each of the following steps for every lesson you teach: organization, preparation, presentation, application, and evaluation	___	___
16.	Introduce lessons by asking interest arousing questions	___	___
17.	Stimulate discussion among students	___	___
18.	Use visual aids such as models, mock-ups, charts, slides, and transparencies to enhance demonstrations and discussions	___	___
19.	Discribe your own personal experiences involving the topics you are presenting	___	___
20.	Provide immediate feedback after testing	___	___

(VOCATIONAL EDUCATOR'S SELF HELP CHECKLIST CONTINUED)

OUT OF SHOP ACTIVITES

Do you constantly up-date your occupational knowledge and skills by:	YES	NO
1. Attending at least two technical workshops each year	___	___
2. Taking off to work in industry at least once every three years	___	___
3. Accepting part-time or freelance work in your field occasionally	___	___
4. Conducting research in your field	___	___
5. Preparing articles for publication in professional and technical journals	___	___
6. Writing chapters in textbooks in your field	___	___
7. Writing textbooks in your field	___	___
8. Reading the technical publications in your field	___	___
9. Taking advanced level technical courses from a college, community college, or university	___	___
10. Taking correspondence courses from a university or private technical school	___	___
11. Visiting jobsites in business and industry	___	___
12. Soliciting in-put from placed graduates of your program	___	___
13. Attending products exhibits of manufacturers in your field	___	___
14. Visiting other institutions offering programs in your field	___	___
15. Maintaining on-going contact with advisory committee members	___	___

VOCATIONAL EDUCATOR'S SELF HELP CHECKLIST

Part 3 - Placement

Do you enhance your students' chances of securing positive placement upon leaving your program?:	YES	NO
1. Providing copies of the chamber of commerce Manufacturer's Directories for major employment areas in your geographical region	___	___
2. Providing telephone directories for major metropolitan areas in and around your geographical area	___	___
3. Subscribing to Sunday newspapers to obtain the want ads for selected cities	___	___
4. Providing the mailing addresses and telephone numbers for all public employment services in your area	___	___
5. Providing the mailing addresses and telephone numbers for all private employment agencies in your area	___	___
6. Providing the mailing addresses and telephone numbers for all city, county, state, and federal government personnel offices in your region	___	___
7. Teaching them how to properly prepare a resume	___	___
8. Teaching them how to properly make a telephone inquiry about a job	___	___
9. Teaching them how to properly make an in-person inquiry about a job	___	___
10. Teaching them how to properly inquire about a job by letter	___	___
11. Teaching them positive interviewing techniques	___	___
12. Teaching them how to dress for an interview	___	___
13. Teaching them how to fill out an application	___	___
14. Teaching them how to "sell themselves"	___	___
15. Teaching them how to accept a job offer	___	___
16. Teaching them how to reject a job offer	___	___
17. Teaching them how to follow up an inconclusive interview	___	___

18.	Helping them develop a sample package of their work	___	___
19.	Stressing placement in all courses you teach	___	___
20.	Encouraging them to leave the nest and relocate to where the jobs are	___	___
21.	Teaching them not to become discouraged by the frustrations of the job search	___	___
22.	Teaching them to be willing to start at the bottom and work up	___	___
23.	Teaching them to be positive and assertive in their job search	___	___
24.	Teaching them strategies for breaking through the "experienced only barrier"	___	___
25.	Maintaining contact with placed graduates for identifying potential job openings	___	___
26.	Proving your occupational competence to potential employers in the local area	___	___
27.	Developing confidence in yourself, your program, and your students by volunteering to take on work projects in the community	___	___
28.	Constantly seeking out new placement sources	___	___
29.	Nurturing your relationship with employers who have hired graduates of your program	___	___
30.	Recruiting students who will seriously seek employment upon leaving your program	___	___

VOCATIONAL EDUCATOR'S SELF HELP CHECKLIST

Part 4 - Follow-Up

Have you established a comprehensive system of follow-up that includes the following?		YES	NO
1.	A list of all graduates of your program current daily	___	___
2.	Follow-up cards for each graduate showing name, current mailing address, current telephone number, and current employment status	___	___
3.	Follow-up boards listing all graduates and their current employment status posted on the wall or bulletin board of your room	___	___
4.	Records of employer follow-up interviews up-dated at least once each school year	___	___
5.	Recorded interviews with placed graduates	___	___
6.	Continuously up-dated list of recommendations for improving your program offered by placed graduates	___	___
7.	Student progress records for each graduate showing their performance in each course they took in your program	___	___
9.	Confidential salary records broken down according to geographical regions	___	___
10.	A list of improvements that have been made to your program based on in-put received from placed graduates	___	___
11.	Records of substantial completers of your program who secured a position of employment without completing your program	___	___
12.	Records of substantial completers of your program who dropped out without securing a position of employment in your field	___	___

 "END OF DOCUMENT"